



Relevant Topics:

Civil War, Industrial Revolution, Westward Expansion, Abolition, Slavery

Suggested Time: 1-3 Class Periods (activities 2 & 3 will take one class period each)

Grade Level(s): 5th, 8th, 11th

Standard(s):

NCSS:

Elementary:

- II. Time, Continuity, & Change (b,d)
- V. Individuals, Groups, & Institutions (d,e)
- VI. Power, Authority, and Governance (f)

Middle:

- II. Time, Continuity, & Change (b,c)
- VI. Power, Authority, and Governance (f)
- VII. Science, Technology, & Society (a,c)

High:

- II. Time, Continuity, & Change (b,c,e)
- VI. Power, Authority, and Governance (d,f)
- VII. Science, Technology, & Society (a,c)

GPS:

SS5H1:

The student will explain the causes, major events, and consequences of the Civil War. **(ALL STRANDS)**

SS8H6:

The student will analyze the impact of the Civil War and Reconstruction on Georgia. **(STRANDS A & B)**

**SSUSH7:**

Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it. **(STRANDS A, B, & C)**

SSUSH8:

The student will explain the relationship between growing north-south divisions and westward expansion. **(STRANDS A, B, & E)**

SSUSH9:

The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. **(STRANDS A & F)**

Essential Question: What factors lead to conflict within a nation?

Learning Objectives:

1. Define the following vocabulary terms: antebellum, sectionalism, nationalism, and abolition.
2. (List/Summarize/Explain) the reasons for the division between the North and the South: Industrial Revolution, Westward Expansion, Slavery, & Bleeding Kansas.
3. Use primary sources to discuss/describe perspectives about slavery in the United States.
4. Discuss key figures associated with the pre-Civil War era: Abraham Lincoln, Jefferson Davis, Ulysses Grant, Robert E. Lee, William T. Sherman, Joseph E. Johnston, Harriet Beecher Stowe, Frederick Douglass, and William Lloyd Garrison.

Brief Description of Content:

This lesson will allow students to understand the various causes of the American Civil War, specifically states' rights, sectionalism, and slavery. Students will also gain an understanding of key persons associated with this time period.

Assessment(s): Primary Source Analysis; Character Sketch; Q&A

**Materials:**

[U.S. Map](#) ; Coloring Utensils; [A Nation Divided](#) ; Print-outs of the following excerpts: [Uncle Tom's Cabin](#), [Narrative of the Life of Frederick Douglass](#), and [Georgia's Slave Codes](#); [Primary Source Document Analysis Form](#);

Instructional Methods:**Hook:**

Map Work - label/color code a map of the United States based on free states, slave states, and new territories as of 1850.

Content:**Activity 1: A Nation Divided Reading**

1. Have students work individually, in pairs, or in groups to read the [A Nation Divided](#) and work cooperatively to find the answers to the following questions. Questions can also be used to facilitate whole group discussion.
2. **Questions:**
 - What is the "Industrial Revolution? What impact did this period have on American society?
 - How did the topography of the US influence the division between North and South?
 - What invention made slavery an economic necessity in the nineteenth century?
 - How did the Kansas-Nebraska Act of 1854 nullify the Missouri Compromise?
 - What is popular sovereignty?
 - Who is John Brown? What was his role in Bleeding Kansas?

Activity 2: Primary Source Analysis

1. Have students work individually, in pairs, or in groups depending on your classroom to read the various excerpts



(*Uncle Tom's Cabin*, *Narrative of the Life of Frederick Douglass*, and *Georgia's Slave Codes*) and use the Primary

Source Document Analysis Form (and the corresponding questions/writing prompts included below). Questions can also be used to facilitate whole group discussion.

Uncle Tom's Cabin

Quote 1:

- What is the "deadly evil" the speaker refers to?
- Is the speaker for or against slavery? What makes you think this?

Quote 2:

- What aspect of slavery is the character Haley describing?
- How much was the slave sold for?

Narrative of the Life of Frederick Douglass

- Why would Frederick Douglass have placed so much emphasis on being able to read and write?
- What is Douglass referencing when he says "Queen's Dominions"?
- What is the Underground Railroad?
- What was Frederick Douglass' role dealing with the Underground Railroad?
- Why did this mean so much to him?
- What dangers were faced by being part of the Underground Railroad?
- Knowing the dangers of helping slaves escape, would you have helped operate the railroad? Why or why not?

Georgia's Slave Codes

- What was a slave's punishment for striking a white person?
- Was there any differentiation between men, women, rich, or poor white people? What inferences can you make based on this?
- What makes a slave striking a white person justifiable?



- What was the punishment for teaching blacks (free or slave) to read?
- Why do you think it was illegal for a black person to be able to read or write?

Activity 3: Character Sketch

1. Allow the students to use computers to access biographies for the various figures associated with this period linked. Each picture serves as a hyperlink to websites about the figure.
2. Have students complete a character sketch for each figure (number can vary according to skill level of students, time, differentiation, etc.) with major emphasis being on the significance of the person. This can be a written or illustrated explanation.

Conclusion:

Use a quick-write or small group discussion to propose potential solutions to the problems within the United States related to sectionalism.

Citations:

<http://academic.udayton.edu/race/02rights/slavelaw.htm>